

**ANALYSIS OF STAKEHOLDERS' VIEWS ON THE QUALITY OF
EDUCATION IN COMMUNITY SECONDARY SCHOOLS IN MOSHI
RURAL DISTRICT**

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REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES IN THE OPEN
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled an Analysis of Stakeholder's Views on Quality of Education in Community Secondary Schools in Moshi Rural District in partial fulfillment of requirements for Masters of Education Degree (APPS) of the University of Tanzania.

.....

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Date

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DECLARATION

I, **Mr. Godwin Tondi**, hereby declare that this dissertation is my own original work and that it has not been submitted and will not be presented to any other university for similar or any degree award.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to my beloved wife Mrs. Neema Godwin and our children Deborah and Bethel Godwin Tondi for their encouragement and prayers which have been instrumental to the success of my study.

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I am sincerely indebted to my heavenly father for providing me strength and resilience that have enabled me to fulfill my ambition of pursuing post graduate studies. I am also much indebted to my supervisor Mr. Cosmas, B. F.Mnyanyi whose expert guidance and support made the completion of this study. His technical and constructive ideas have significantly contributed in making this dissertation appear in its present form.

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ABSTRACT

This study investigated the stakeholders' views on the quality of education in community based secondary schools in Moshi Rural District. The study was conducted by using both qualitative and quantitative approaches. The study used interviews, questionnaires and documentary reviews as data collection instruments. A sample of respondents were involved including students, parents, teachers and educational officers, politician and religious leaders.

Results show that there are qualitatively different views on quality of education in community secondary schools. Whereas students complains having few teachers especially for science teachers, parents view that fees are low but other contributions are much higher making them unable to participate fully and feel free to visit where their children are enrolled and teachers views that schools do not have enough infrastructure for quality teaching, classes are overcrowded, have a lot of periods to teach, students come for long distant and schools do not have meals. On the other hand religious leaders view schools being more politicized and politicians focus more on building classes for starting schools without focusing on increase of school infrastructures in relation to students increase. In most cases once the school is registered efforts toward maintaining and improving its quality are minimal. On the basis of the findings, there is a need therefore to have joint campaigns in improving quality that encourage participation of all stakeholders and where necessary the loan facility and grants be provided in schools to cater for students from poor families.

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LIST OF ACRONYMS AND ABBREVIATIONS

WB	World Bank
SEDP	Secondary Education Development Plan
PEDP	Primary Education Development Plan
URT	United Republic of Tanzania
GSES	Girls Secondary Education Support Projects
SAP	Structural Adjustment Program
DCC	Digital Connection Council
PEN	Public Education Networks
PBR	Pupil Textbook Ratio
UNDP	Development Program
MoEC	Ministry of Education and Culture
NGOs	Non Government Organizations
UNICEF	United Nation Children Emergence Fund
SES	Socio-Economic Status
UNESCO	United Nations Educational, Scientific and Cultural Organization
MoEVT	Ministry of Education and Vocational
TGTS	Tanzanian government teacher's scale

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the research problem

Expansion of secondary education in most African countries, soon after attainment of political independence, was necessitated by the inadequacy of human resources to occupy the middle and high level administration positions, which were left vacant by the colonial administrators. The expansion of education sector in developing countries is accompanied with problems and challenges on quality needing interventions (Krishnaratne, White, & Carpenter, 2013; Skoufias & Shapiro, 2006). The debate in many cases is surrounding on what to be done to improve quality, what interventions are best and what are impacts of the interventions. One of the interventions to increase secondary education enrolment was through use of community-based secondary schools. These schools are catering students in all areas including urban and rural. However, little is known about perception of stakeholders on its quality and how to enhance calling for further investigation.

The Government is fully committed towards expanding access to quality education at all levels with a focus on primary and secondary education. The government continued with the implementation of several programs in the education sector. Notably are Primary Education Development Program (PEDP) and Secondary Development Program (SEDP 2010-2004). Furthermore, in order to address gender imbalance in accessing secondary education the Girls Secondary Education Support Project (GSES), has been mainstreamed into SEDP to assist girls coming from poor families to access secondary education. School stakeholders through good management can empower schools in order to develop a better quality educational

process, healthier teaching/learning environments, and improved student outcomes (Gamage, 2008).

The Education Training Policy of 1995 was targeted at addressing issues related to quality of and access to education. In broadening the financing base of education, the policy expressed the need to share the education costs with the parents and other stakeholders (URT, 1995). This necessitated the adoption of various strategies including Primary Education Development Plan (PEDP) from 2002 to 2006 for the first phase and from 2007 to 2011 for the second phase. The implementation involved the adoption of double-shift schooling systems (URT, 1995). The implementation of PEDP had some implications in secondary education as it increased the number of pupils who joined secondary schools as a result of Secondary Education Development Program (Mosha, 2008).

Under the Structural Adjustment Programmes (SAP), African governments were advised to implement cost-sharing in the provision of social services, including education and health. The money for starting student loan systems would come from the state, the private sector, education stakeholders and from innovative activities such as lotteries (Glewwe and Kremer, 2006). However, loan as funding in education do not cover secondary schools though there are students who would need. The government has noted with concern that despite the progress made in the education sector. There are several areas that call for more attention in education. These include the increase in student teacher ratio, the quality of service delivered as sector embarked on a crash program of recruiting teachers as well as the fiscal implication

in the medium to longer terms of current expansion in enrollment and transition rate (UNESCO, 2009).

Quality education is an everyday quest as everybody needs education of good quality. It has also become an issue of scrutiny among both government and stakeholders in provision of education in the country. However, the type and extent of roles to be played by different stakeholders in improving the quality of education are not yet clearly ascertained in the era of decentralization. Public education worldwide has experienced periodic trends where the school management emphasis shifts along a continuum of centralization and decentralization. In this context, many researchers affirm that one of the most significant reforms in the current restructuring of school systems has been the devolution of decision-making authority to school level (Gamage, 2008). This results to issues of implementing education plans to be placed more at the school context. One of the centers of attention in the Education sector under the public holding is the extent to which quality education is attained. In this research, attention will be given to the views of stakeholders (parents, learners and teachers) on the quality of education and how to improve it in community based secondary schools through devolution of power and authority to school level and community participation in school governance being a new culture in education systems (Erbes, 2006).. The implementation of school based management school stakeholders have been empowered in decision-making, leading to create high levels of parental and community participation (Gamage, 2006). For example, in Indonesia, Werf, Creemers, and Guldenmond (2001) clarify that parental involvement has been the most efficient intervention in improving the quality of education in general and

the amount of voluntary work done by parents has a positive effect on academic achievement of students.

Quality is an elusive attribute of values, which cannot be easily measured or quantified. Webster's dictionary (2010) describes it among other things as degree of excellence and superiority in kind. In reality it is a relative concept that means different things to different people. Thus in education, while addressing quality, a focus on students may be on facilities, school culture, teaching and learning facilitation and school support in meeting the educational goals achievements and outcomes.

Quality education is both a personal and social priority that marks the present and prospect of people and nations. Regarding this, (Tounkara, 2001) states that, as far as individual learners are a part of the society, and that society benefits from them, educational institutions and the society must work hand-in-hand in order to ensure the quality of education in the former and services which follow in the later. As one of the crucial elements of humanity, quality education is central for socio-economic sustainability; hence make it essential to look into its quality. In today's trend of life when prevention is pronounced much more than cure, education institutions and their students need to emphasize quality as well as quantity, the rationale being that quality education is relevant for better and secures life and vocations. From this, it can be traced that, research on the quality of education for education professionals, is indispensable since people are educated and the experiences they gain pave the ways having uttermost effects on their professional qualities (Senge, 2000).

A certain subscription denoted that, millions of people in poor countries get low-quality education, or are forced to go without it altogether. Fees are too high, best schools are too few, and lack of educational staff means people struggle to get education (Barger, 2004). Here, low quality education is pronounced as one of the challenges in poor countries which may be attributed by lack of quality education in terms of provisions and or failure to afford the required education.

Moreover, it has become an everyday question to discuss quality education provision in government and private institutions in Tanzania and elsewhere, the rationale being that, quality education is both the cause and effect of quality services rendered to society in terms of social, economic, health and governance or administrative realms (Makombe, 2010).

Student achievement results have always been considered key indicators of educational quality, and student scores on large-scale assessments are the subject of public interest. However, test scores can be interpreted meaningfully only in the context of the system that produced them. (Makombe, 2010) describe as the understanding and evaluating the quality of education requires not just numerical values or quantitative result measures such as achievement, but a more comprehensive picture of the unique and complex characters of schools, boards and the nations.

Regarding quality of education, (Glewwe & Kremer, 2006) states that, as far as individual learners are a part of the society, and that society benefits from them, educational institutions and the society must work hand-in-hand in order to ensure

the quality of education in the former and services which follow in the later. As one of the crucial elements of humanity, quality education is central for socio-economic sustainability; hence make it essential to look into its quality. In today's trend of life when prevention is pronounced much more than cure, education institutions and their students need to emphasize quality as well as quantity, the rationale being that quality education is relevant for better and secures life and vocations. From this, it can be traced that, research on the quality of education for education professionals, more specifically in private higher institutions, is indispensable since how people in vocational training are educated and the experiences they gain the way through have uttermost effects on their professional qualities (Senge, 2000).

From the mid of year 2000 when both Primary and Secondary education were given priority and motivated by political pledge, demand for secondary education and further learning was the driving motive among others. Community Secondary Schools came into operation because of shortage of government resources to provide enough public schools with spaces to allow access of mass standard seven leavers right after implementation of Primary Education Development Program (PEDP). Thus, government mobilizes and seeks contribution and support from communities to invest jointly in education and reduce the growing demand from the young generation. Political leaders promised to ensure establishment of Secondary Schools to accommodate large number of Primary School leavers. Secondary Education Development Program (SEDP) was formulated in line with development of Community Secondary Schools; the goal was to ensure more access, and equity of participation across geographical, gender, disadvantaged group, and marginalized among community (URT, 1995). Community Secondary Schools take majority of

students from both rural and urban communities, thus, is a new venue for students accessing secondary education, which has significant features of study.

The strong parental and community interest in education led into their joint ward level decision supported by local government authority at district level in the process of identification for site to build schools. This joint decision enables community to pull resources together and build schools in their areas augmented by local and central government technical and financial support in building basic structures. For example, between 2004 and 2006 alone about 1,050 Community Secondary Schools were built (MoEVT, 2007).

In 2005 Plans were set to establish Community Secondary School, at least one school in every ward which has led to increased number of new schools and student enrolments. Although there has been a significant progress in terms of access to secondary education compared to before, other factors like equity, quality of education and full participation have not yet been addressed. These factors could contribute to students' effective participation in schools as well as meaningful learning. The state should ensure children have equal access to education and address existing barriers in order to provide substantial access and quality education for all. Majority of the students in the Community Secondary Schools are from low income households. There are times those selected to join community-based secondary schools do not turn up and hence calling for second selection to fill the available chances(Suleman, 2006).

1.2 Statement of the research problem

Community secondary schools that are dominantly located in different areas are geographically and socially isolated. These schools face a number of problems in ensuring quality availability of learning materials. Such schools face three critical issues that are global in perspective, but remain focused on learners' needs. These are: shortage of teachers, quality of teaching and the capacity of schools in terms of incentives/motivations (MoEVT, 2007).

Education during the 1980s and 1990s. The 1995 educational and training act No 10 defined community secondary schools as a schools owned by local community or owned by an institution on behalf of a community Laddunuri, (2012) In this case, community secondary schools in Tanzania are basically established by the people at the ward, division or district levels before transferred to central government for supply of teaching and learning materials, teaching force, or teaching staff and administrators.

The problem comes from the mushrooming of secondary schools as one of the education policy that every ward must have its own secondary school (Community Secondary Schools). Since last decade, schools had been established by the citizens in every ward but there were insufficient number of trained teachers. In some schools, there were no teachers at all, so problem has worsened day by day particularly rural area. In some schools especially the community secondary schools, the majority of the students had failed or had not shown the good performance in results hence hindering them for further studies (Gamage, 2008).

In addition, community school, are planned and run by the community in which the children live. These community schools have been to means a low-cost to the communities, that ensuring access to education for children who would not otherwise have had the opportunity of attending school elsewhere in the country. The demand for secondary education in Tanzania is high due to rapid improvement of primary education. The secondary education has been able to triple enrolments in a span of four years, from 432,599 in 2004 to 1,466,402 in 2009. During the same period enrolment in the open and distance learning has increased from 16,801 to 35,804. The number of secondary schools (both Government and Non Government) has also increased from 1,291 in 2004 to 4,102 in 2009 (Laddunuri, 2012). However, the need arouse to write about quality education in the community based secondary as it is becoming increasingly evident that demand for secondary education which led to increase in the construction of schools and consequent increase in the number of students has created a bigger constraint on the provision of quality secondary education. Therefore, a priority will be given to the improvement of the quality education provided by cooperating views of stakeholder's in the community.

1.3 Research objectives

1.3.1 General objective

The general objective of this study was to assess the stakeholder's views on the quality of education in community secondary schools in Moshi Rural District.

1.3.2 Specific objectives

The study intended to attain the following objectives;

1. To investigate the perceptions of stakeholders (learners, parents and teachers/educational officer's religious and political leaders) on the challenges facing quality of education in community based secondary school.
2. To explore the measures that might be used to improve the quality of education in community based secondary schools.

1.4 Research question

For the purpose of this study, the following research questions were asked;

1. What are the perceptions of stakeholders (learner, parents, teachers, and educational officer, religious and politician leaders) on the challenges facing quality of education in community based secondary school?
2. What are the suggestion do stakeholders may use to insure quality education?

1.5 Significance of the study

The findings of this study was expected to reveal the proper information for educational planners and administrators for further investigation and information about stakeholder's views on the quality of education in the community based secondary schools. Also it will help stakeholders to maintain good conduct and make the required reforms in relation to both curricula coverage and students acquisition of life skills to improve the quality of education.

The finding provide information to development partners, especially educational partners, may use the findings of the study to design interventions that will improve the quality of education in secondary schools. Policy makers also provided with data information as they will be able to design appropriate policy based into stakeholder's

views in the quality of education in community based secondary schools. Educational stakeholders may also use the results of this study to plan for better ways in which quality education may be given. Finally this study provides information for stakeholders to adjust to the system so as to overcome the constraints that might arise and restrict the provision of quality education in community based secondary schools. Also it will add the body of knowledge available about the stakeholder's information toward the community based secondary school in Moshi rural district.

1.6 Scope and delimitation of the study

This study is limited to stakeholders of education in community based secondary schools in Moshi Rural District. It involves parents, students, teachers, educational officers, politicians and religious leaders. Out of eighty seven 87 secondary schools found in Moshi Rural District, fifty two (52) are community based schools. This study manages to cover three (3) schools. The selection of three schools out of fifty two secondary schools, follows the criteria that, all are found in Moshi Rural District but in different environment. These schools are Kimochi; Komakya and Meli. The sample of 86 respondents was also limited but in a way helped to substantiate the analysis of stakeholder's views on the quality of education in community based secondary schools.

1.7 Limitations of the Study

The analysis of stakeholder's view on the quality of education may create unnecessary fear to prospective respondents to the questionnaires. It was anticipated that stakeholders might not be willing to provide correct information concerning the quality of education status for fear of missing their targets to receive what they don't

deserve. Secondly, some official documents such as files for students' records was not easily and readily be given to the researcher for reasons related to "confidentiality". Some of these limitations could not affect the data collection process because the researcher used triangulation of the respondents and methods to control the limitation of one against the other for example, inability to access students' files, and researcher used questionnaires to tape the similar items.

1.8 Conceptual Framework

Stakeholders views on quality of education in Community Secondary Schools can be explained by McGregor's theory X and Y. His argument is based on the classification of how people get actively involved in work. Theory X holds that work is inherently distasteful to most people and that most people are not ambitious, have little desire for responsibility, prefer to be directed and must be coerced if organizational objectives are to be achieved (Smyth, 2004). Theory Y on the other hand assumes that people are not lazy; rather, that they can be self directed and creative at work if properly motivated and are creative enough to solve organizational problems. In a school setting, the theory tends to explain how different stakeholders will participate towards the achievement of school objectives and hence improve its quality outcomes. Some parents may participate maturely towards the improvement of their children's academic excellence while others may regress in behavior and act irresponsibly in their roles as stakeholders. From this theoretical background, it is apparent that, in a school setting, parents, students, teachers, educational administrators, religious leaders might willingly participate in improving quality of education by participating in different quality improvement strategies and activities or regress by declining participation in school management.

Since it is a widely held view that stakeholders' participation in school management is directly related to school effectiveness and, subsequently, academic performance, these theoretical propositions suggest that stakeholder' views on quality education in Moshi rural if well tapped can be a starting point toward enhancing quality of education in community based secondary schools. This study was undertaken to assess stakeholders' perceptions on quality of education in community based secondary schools and specific attention was placed on the perceptions of students, teachers, parents, and community leaders.

The components involved in the assessment of stakeholders views included, determining factors and their effects on the quality of education in community based secondary schools. In the first component of stakeholders involves learners, Parent, Teachers, Educational Officers, Religion and Political leaders. This component appeared to be useful tool because it was one in which the information and different views were obtained.

In ensuring that stakeholders perceptions in community based secondary schools were implemented researcher incorporate the determinant views as the second component which influence the implementation of education .These are financing of education , stakeholders awareness, cultural practice, literate level, enrolment rate , completion rate and extra-curricular activities. The third component was the effects that occur due to the views of the stakeholders. This component was essential because it bring the feedback on quality of educational improvement through stakeholder's views in community based secondary schools

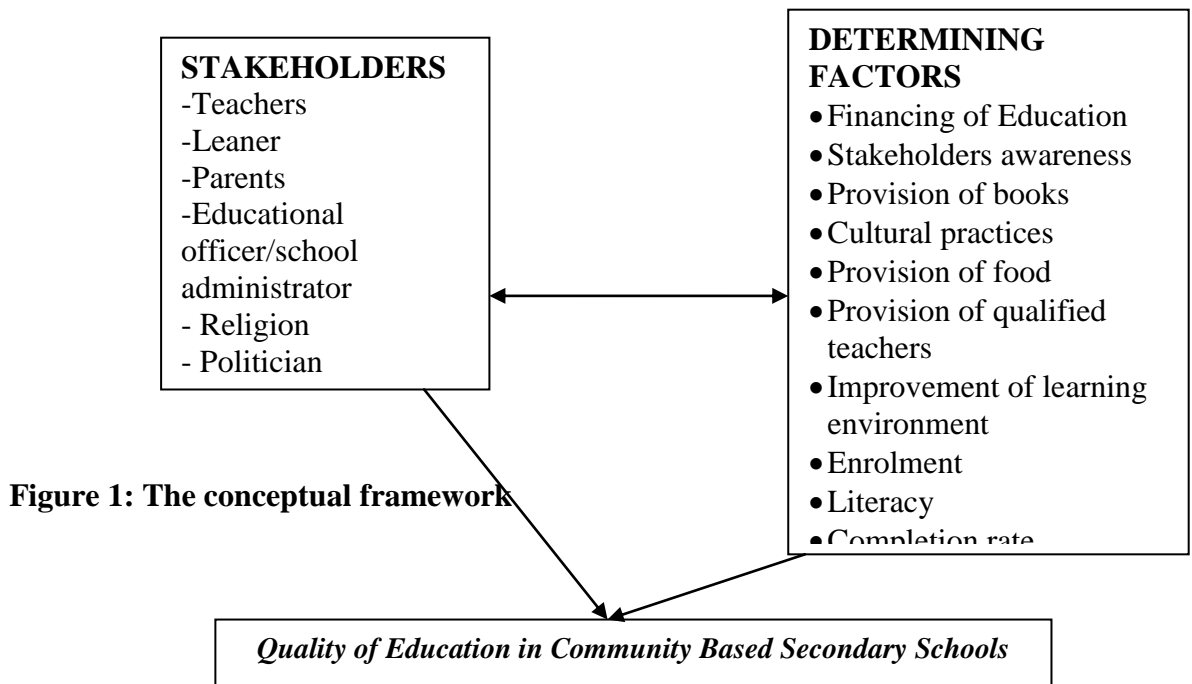


Figure 1: The conceptual framework

1.9 Organization of the study

This study is organized into five chapters one is the introduction which presents the background to the problem, the statement of the problem, research objective and specific objectives, research questions and the significance of the study are presented and discussed. Chapter two summarizes the review of literature. Chapter three deals with research design and methodology, information about the sample population, sample and sampling techniques, research tools and data collection and analysis procedures are presented. Chapter four includes data presentation, analysis and discussions of the finding. Lastly, chapter five gives the summary, conclusion and recommendations of the study.

1.10 Operational Definitions of key Terms

Stakeholder, A stakeholder is an individual or group with an interest in the success of an organization in fulfilling its mission delivering intended results and maintaining the viability of its products, services and outcomes over time. Darden (2008), in

these study stakeholders refers to personnel who have been selected according to their profession, experience and they are residents of the researched area.

Internal stakeholders: are those who work within the school system on a daily basis and who largely control what goes on there (Bray, 2009). In this study these include school staff, learners, district staff, and to some extent, school boards members.

Community: Community is social unit of any size that shares common values. Although embodied or face-to-face communities are usually small, larger or more extended communities such as a national community, international community and virtual community are also studied. In human communities, intent, belief, resources, preferences, needs, risks, and a number of other conditions may be present and common, affecting the identity of the participants and their degree of cohesiveness(Cohen,1985).in this studies community referred as a all participants who has something to share in education ,this includes parents, teachers, learners, politician, religious leader and educational officers

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter reviews the relevant literature concerning the analysis of stakeholders on the quality of education in general and specifically at secondary level in Tanzania. The highlights of this chapter include: Multiple meanings of educational quality, quality of education in expansion of education in Tanzania, quality as input and resource, quality improvement as national strategies, indicators on the quality of school education Tanzania, Stakeholders attention towards disadvantage groups, Stakeholders on expansion of education, stakeholders of education in the community, the roles of stakeholder on quality education, quality of education in expansion of education in Tanzania, the roles of stakeholder on quality education, stakeholders attention towards disadvantage groups, roles of the public and private sector in provision quality education and literature gap. Literature review is an account of what has been published on a topic by accredited scholars and researchers (Kombo, 2006).

2.1 Theoretical framework

2.1.1 Motivational theory (The person-as-machine metaphor)

This study adopts the motivational theory of Weiner, the person-as-machine metaphor as an underpinning guide of this study. This theory assumed that the forces that give energy and direction to human behavior were beyond human control. This theory propose that either internal or external forces beyond our control cause people to display motivated or unmotivated behavior. Weiner (1991) proposes “person-as-machine “as a metaphor for describing these theories.

According to Weiner, the person-as-machine metaphor has the following attributes:

Machines have parts or structure and there is a desired end or function, The whole functions as a unit of mutually interacting parts to reach this end, The behaviors are involuntary, or without volition. Hence, the actions are like reflexes, The behaviors are performed without conscious awareness, The reactions are necessary or predetermined by a set of circumstances or activating stimuli, The actions are fixed and routine and forces and energy are transmitted. The forces may be in balance or equilibrium (no tendency to change), or out of balance, promoting a tendency toward change. (Weiner, 1991).

By categorizing certain theories of motivation under the person-as-machine metaphor, Weiner alerts us to various distinctive characteristics pertaining to human motivation. The theories that make use of this metaphor include instinct theory, drive theory, and deficiency-growth needs theory (Samoff 1987).

2.2 Empirical studies on quality education

2.2.1 Quality education in Tanzania

Educational quality has received a great deal of attention in recent years, as educators and other stakeholders have recognized the need for improved quality in the wake of the tremendous growth of educational enrolments throughout the world in the 1950s-70s. Almost universally, there is agreement that quality needs to be improved: Government plans, international agency documents, officials regularly call attention to the need for improved quality, in poor and wealthy countries alike. Yet there appears to be little shared definition of what improved quality might concretely mean.

The research literature has identified seven common usages of quality: quality as reputation, quality as resources and inputs, quality as process, quality as content, quality as outputs and outcomes, quality as ‘value-added’ (Adams, 1997), and quality as selectivity.

2.2.2 Concept of Quality

Sayed (2007) ‘The concept of quality in education, analyses the ,quality movement as “having emerged in response to economic crisis in the 1970s, spawning management approaches such as Total Quality Management”. He identifies the political and ideological nature of the application of this movement and its techniques to education as the new rights assault and transformation of educational practices, essentially concerned with the marketisation of education as the only legitimate device for promoting educational quality. Quality in this case is defined in terms of efficiency, value for money and meeting the demands of educational consumers.

In seeking an alternative to this new rightist approach, Sayed contrasts “idealist and fitness for purpose “definitions of educational quality.

2.2.3 Quality Education in expansion of community schools

Expansion and quality are linked, but there appears to be little agreement about how this link operates and even how it can be strengthened. This is emphasized within World Bank documents for example, with one saying that, “There is little point expanding access to education unless there is reasonably quality” (Chedié,2000). In Tanzania, this complex relationship between expansion and quality has become somewhat simplified as it has already greatly increased secondary school enrolment

rates; this must surely make us question whether or not quality has been maintained in the process, and also whether the quality of education can be improved from the current position.

Writing on Quality education, (OUT, 2007) asserts that quality education is one which the intentions of education are reasonable and up to date and in which the education system from policy formulation design and development of curricula and syllabuses as well as teaching, learning and assessment are working effectively. In the similar vein, Davidson (2005) argues that, quality of education refers to the overall running of education system and the schools themselves, alongside the experiences undergone by the various actors within the system and the school. In Tanzania for example, when discussing the issue of quality education, it necessary not to leave aside the issue of work load, the low level of salaries and denial of teachers rights. In this regard, this paper attempts to explore in detail the expansion of secondary expansion in relation to quality education.

2.3 Quality as inputs and resources

Quality as inputs and resources is an extremely common usage of quality. In this sense high quality is seen in high levels of provision of resources such as buildings and other facilities, textbooks a instructional materials. Quality as inputs may also refer to the characteristics of pupils, or those of teachers and administrators, to their number or their levels of education and training. While resources are generally recognized as a necessary but insufficient condition for desirable outputs such as student achievement, the tangible, visible, and quantifiable nature of inputs makes this

meaning of quality a common proxy for other, less easily measured aspects of education such as process and outcomes Short, and (Wheeler, 2002).

2.4 Quality improvement as national strategies

In PEDP II quality improvement has been a major priority focusing on improved teaching approaches and methods in classrooms, ensuring the availability of quality teaching and learning resources and ensuring the necessary support for maintaining educational standards.

In Financial year 2007/08, Capitation Grants (CG) amounting to 53,507.8 Million and 12,168 Million Tanzanian shillings were carried forward from the financial year 2006/07 and were disbursed to councils and schools for the purchase of teaching and learning materials including textbooks, science kits, human body models, slates, mathematical kits and other textual and non textual materials. The national average Pupil Textbook Ratio (PBR) in the period under review is 5:1 compared to an average of 3:1 in (MoEVT, 2005). This is a set back towards attaining the national target of PBR of 1:1 by (MoEVT, 2010). Importantly, this has a significant impact on the quality of education service provision. The deterioration of the pupil textbook ratio is attributed to stagnation of capitation grants and the revision of social studies subject into three independent subjects; namely history, geography and Civics (Erbes, 2006).

Ndawi (1997) explains the purpose of education in any society as the process of imparting to the young generation the society's accumulated wisdom and knowledge that will prepare them to take up their roles in the society and enable them to be active participants in the maintenance and development of the society. This process was done at early times informal though there were short periods of formal education.

As noted by Benell (1998) Apart from agreeing with what Nyerere said, about the purpose of education, he limits the role of transmitting the knowledge, skills and values into the school only, and that is formal education. He views education from the western point of view since secondary education is also a system of western formal education, therefore the term “education” whenever used will refer to schooling. Expansion on the other hand, has been defined as the state of increasing or spreading out. Therefore here expansion of education refers to increase of formal education or schooling.

Increase of the number of schools, and promotion of quality in education. This is to say that the first two indicators looked into quantity while the third concerned with quality. Therefore there had been a qualitative and quantitative education expansion in all there three indicators that have to be taken into consideration (Ndabi & Wane, 1993). In most third world countries, especially in Sub-Sahara Africa, the third indicator Quality is always used during expansion.

Samoff (1987) observed that, in Tanzania education expansion has been limited growth of enrolment and to building more schools. He point that new schools everywhere in and out, as long the local community could provide building materials and labour, there could the rural areas within a very short time despite that there might not be qualified teachers and instruction materials.

Quality of education in secondary education in Tanzania was deemed necessary soon after independence. At independence the country had about 11,832 pupils in secondary schools (Nyerere, 1968). Secondary and tertiary education were thus given

priority in the first two development plans it was anticipated that by prioritizing these two the level the country will be able to acquire adequate manpower at a short duration.

Measures that were taken by the government to ensure quality of education in secondary education between 1962 and 1985 includes:- building new schools increasing the number of streams in the existing schools, and encourage the private sector to participate in opening schools and providing secondary education (Anderson, 2003).

From 1985, the demand for quality education grew mainly due to public demand and because the first batch of universal primary education had reached class seven in 1984. It was found unwise to ignore them and stick on selecting the small number of pupils for secondary education to fulfill manpower requirement. After all inspired by the attempt by the government to make each level of education terminal as the education for self-reliance policy advocated, an attempt that failed, people still wanted their children to go beyond primary education one of the reasons being that the children after primary education were still too young to be employed. The presidential commission on education which was mandated to examine the education system and make the recommendation for social and economic development to the year 2000, recommended the use of two approaches, manpower needs and social demand for future expansion of not only at secondary level but also at the tertiary level (Anderson, 2003). Therefore, as the public demand on quality education in secondary education increased other measures such as establishing community based were taken. This measure was taken because the government at the particular time

was facing a financial crisis and could not cope with the growing public demand (Elimu, 1986).

2.5 Stakeholders of education in the community

In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives. Stakeholders may also be collective entities, such as local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions. In a word, stakeholders have a “stake” in the school and its students, meaning that they have personal, professional, civic, or financial interest or concern. (Moe, 1982).

2.6 The roles of stakeholder on quality education

The roles of each stakeholder in a school district provide an integral part to the entire organization. Like a system of checks and balances, the school board oversees a superintendent and the superintendent oversees the site administrators. The parents and students, as stakeholders, have a right to complain to the board, to the administration, and to the superintendent concerning the changes and adherence to policy. Though each stakeholder has a say in the business of the district, the power and influence of say may depend on the role and the position of a stakeholder in Africa (World Bank, 2000)

2.7 Quality of education in expansion of education in Tanzania

In Education Policies for Sub-Saharan Africa, World Bank (2000) noted that quality of education in Africa can be achieved by; availability of textbooks and instructional materials, a reviewed commitment to academic standards through strengthening examinations systems and greater investment in the maintenance of physical facilities. (Nkya, 2000) argues that the most important factor for achieving quality in education in Africa is restoration of the dignity of the teacher, a factor which the World Bank saw as unimportant.

Komba, & Nkumbi, . (2008) denotes that teachers are key element in raising quality of education in developing countries. Quality and quality of inputs in the educational system b therefore determine the quality of education inputs include funds, quality and motivation of teachers quality of pupils, infrastructure and facilities, instructional materials (Mwiria, 1990) There has been a trend of decrease of funds allocated to education form the national b budget that has continued to have a negative effect on the quality of education offered (URT,1993) As a result all secondary schools (including community – based) have out been receiving any funds from the Ministry of Education. Pupils in the schools are not provided with free lunch had neither are the teachers.

The question of the teacher quality, motivation and adequacy had been discussed frequently, since the rapid expansion of secondary education began . This expansion did not parallel the training of teacher (URT, 1993) conform the inadequacy in quality and quality of teachers in Tanzania, Increased enrollment at primary and secondary levels and the effects of the previous needs for quick

preparation of teachers to cope with the expansion continued to cause the present manifestation of qualitative and quantities shortage of teachers. This shortage has mostly affected many community-based secondary schools. In a report on expansion and estimated teachers requirement the commissioner of Education was (40.3%) graduate teachers.

2.8 Roles of the public and private sector in provision quality education

Spillane (2007), noted the Government as main stakeholder roles is now changing from that of a key player to that of facilitator in the provision of education; this new role of the government provides a more conducive environment for the private sectors to increase its investment in education. Private investment in education was establish more learning environment that was allow the imparting both knowledge and technology to the youth for a more active participation in the agricultural sector and the economy as a whole. As other sector of the social development education sector has been affected by poor resources allocation to the sector, being public or private. The situation has been observed by donor community and acted friendly to support the sect. donor community in terms of funds, technical assistance and carrying out researches has supported various program and project.

2.9 Synthesis and Literature gap

As different studies analyzed above in relation to this study, there are ideal and a gap noted after considering when the study was conducted, why that study, how and what was the purpose. The researcher were focusing on the views of stakeholders on the quality of education in the community based secondary school in Moshi rural district by cooperating stakeholders in creating a conducive environment for learner and to

make stakeholder's proud of their contribution to quality education findings were obtained from the district in which data was collected. Furthermore, some studies conducted within the Tanzania were consulted too as they have very similar environment with this study but most of those studies were conducted more than five years ago as they didn't give a path of reducing the existing inequalities in education so the researcher intended to assess the quality of education in the community based to fill the gap.

CHAPTER THREE

3.0. RESEARCH METHODOLOGY

This chapter provides the description of research methodology that was employed in the study. It comprises description of research design, geographical setting of the study, population of the study, sampling techniques, research instruments, validation of research instruments, data analysis plan, research and ethical considerations.

3.1 Research design

A research design is the structure of the research. It is the glue that holds all the elements in the research projects together. A design is used to structure the research, to show how all of the major parts of the research project work together to try to address the central research questions. Orodho (2003) defined design as the scheme outline or plan that is used to generate answers to research problems. It can be regarded as an arrangement of conditions for collection and analyzing of data in a manner that aims to combine relevance with the research purpose. The research design that was used in this study is case study design. It is a fact findings study involving collection of data directly from population or sample thereof at a particular time; it is associated with deductive approach (Msaghaa, 2010). In the present study, descriptive study design helped the researcher to examine and describe the stakeholders view on the quality of education in the community based secondary in Moshi Rural district. The design is considered appropriate as it enable the researcher to use more than one research methods such as interviews, questionnaires, and the documentary review.

3.2 Area of the study

The study was conducted within Moshi Rural district in three community based school that include Komakya, Kimochi and Meli secondary schools. The site is selected convincingly due to the fact that Moshi Rural is the one of the districts having a large number of secondary schools. The researcher got a clear picture of the environment of these community based secondary in Moshi Rural District.



Fig: 2. A sketch map of Kilimanjaro which shows Moshi rural district

Source: wikipedia.org/wiki/Kigezo:Wilaya_za_Mkoa_wa_Kilimanjaro

3.3 Target population

According to Msaghaa, (2008). population is the entire cohort of subjects that a researcher is interested in. It is in this population, the researcher chooses the representative for the whole population. For the purpose of this study, the populations will involve the Stakeholders as parent, teachers, student, Educational Officers, politician and religious leader.

3.4 Sampling techniques and sample size

Sampling is the procedure used by a researcher to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002). A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). The sample is necessary because in many cases it become very difficult to take a complete coverage of the population.

3.4.1 Sample size

Msaghaa, (2008) define a sample as a smaller group of subjects drawn from the population in which a researcher is interested in gaining information and drawing conclusions. It involves a process where a researcher extracts from a population a number of individuals so as to represent adequately a larger group. The targeted populations of the study were representing 86 respondents by using simple and purposive sampling. Distribution of respondent is as follows:

Table 1: Distribution of respondents by category

Education level	Frequency	Kimochi	Komakya	Meli	Percent
Parents	24	8	8	8	27.9
Teachers/Educational Officer	26	9	8	8	30.2
Students	32	10	10	12	37.2
Religious Leaders	2	1	1	-	2.3
Political Leaders	2	-	1	1	2.3
Total	86	-	-	-	100%

3.4.2 Purposive sampling

This type of sampling is a technique of selecting elements of a sample to be studied in which the researcher selects elements purposefully because they possess important information for the study. In purposive sampling, sample elements judged to be typical or representative were chosen from the population. The sampled respondents were two Religious Leaders and two Political Leaders who respond in relation to teaching and learning environment.

3.5 Research methods and instruments

Research instruments are tools used by researchers to collect information for the intended study. Research instruments such as interview guides, questionnaires, documentary review and observations were employed to obtain useful information for this study.

3.6 Data collection tools

3.6.1 Interview Guide

Interview refers to an exchange of views between two or more people on topics of mutual interest, as it takes advantage of the centrality of human interaction for knowledge production and fits well on the social situation of research data (Webster, 1985). The purpose of interviewing people is to find out what is in their mind and what they think or how they feel about something. An interview allows subjects to provide their interpretations of the world in which they live and express how they regard the situation from their own point of view.

Interviews were conducted with politicians and religious leaders as well as parents to obtain information related to quality of education provided on the shortlisted schools on the challenges and measures taken to improve quality of education.

3.6.2 The Questionnaires

According to Kombo & Tromp (2006), a questionnaire is a research instrument that can gather data over a large sample, since they are presented in a paper format where there is no opportunity for interviewer bias. In the present study, questionnaires were administered to the teachers, parents and learners in order to get information from them on the quality of education in community secondary schools. Both open-ended and closed-ended questions were designed and used. Closed ended questions were easy to answer, it take little time in filling them and keep the respondents to the point. Open-ended questionnaire items were used to get free responses in the respondents own words. The use of both open ended and close ended questionnaire items help in obtaining rich and valid information about the stakeholders view on quality of education in community based secondary schools.

3.6.3 Documentary reviews

Mole (2000) identifies documentary reviews as a process of reading various extracts found I offices or places, dealing with or associated with issues related to what the research is investigating. In this study, the method was used to obtain records of attendance of learners in school, resources available for conducive study and response to quality education. The information gathered enabled the researcher to cross check consistence of information gathered in other instruments

3.7 Validity and reliability issue

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is to be measured (Msaghaa, 2010) will be some measures were employed to insure validity of the findings. First, the questionnaire were pre tested to check whether there is ambiguity which may have multiple interpretations also to get the point of view of the target population on the relevant field hence it was well understood and administered as it provide the results of improving the quality of education.

Reliability means the ability of measuring instrument to give accurate and consistent result. It refers to providing consistent results over different measurements. On the reliability aspect, the researcher will insure through personal administrations of data collection methods (questionnaire and interview) that avoid variability of response since enough time were provided so that respondent understand the question well before providing an answer.

3.8 Data analysis plan

This study combined both qualitative and quantitative data, thus different methods of data analysis were used. Qualitative data were analyzed mainly by using content analysis. Content analysis according to (Msaghaa, 2010) is a method which helps the researcher to analyze text in form of writing, sounds or picture. Content analysis gave the researcher an opportunity to organize information into relevant categories or themes before arriving at the final argument. The revealed data in this study include respondents' feelings, opinions and suggestions by quoting individuals without disclosing their names. Kombo & Tromp (2006) pointed out that content analysis

method to a large extent restrict the subjectivity of the researcher in the process of data collection and analysis. The qualitative data was represented in narratives. On the other hand, the quantitative data was put in numerical form to easily allow mathematical operations. The information was coded and frequented before calculation of percentages. The numerical data was finally summarized and presented in tables.

3.9 Ethical research considerations

This study observed all necessary ethical standards in its conduct which helped the researcher to avoid unnecessary psychological and physical harm to the subjects. The researcher processed research clearance permit from all responsible authorities including the Deputy Vice Chancellor (DVC) from the OUT, District Education Officer (DEO) from Moshi District and Head of Schools. The researcher wrote letters to ask for the consent of the subjects so that they can willingly be involved in the study. In addition to that, the researcher ensured confidentiality of subjects' information by restricting its access by anybody without the subjects consent. Only the subjects who were ready and willing to be engaged in the study recruited for the study.

This chapter presents the design and methodology, information about the sample population sample, sample and sampling techniques that were used, data analysis and presentation. The data were collected through questionnaires interview guides. The participants were the representatives of the study. The sampling techniques used were random and purposive sampling. Validity, reliability and ethical issues were considered during this study.

CHAPTER FOUR

4.0 FINDINGS AND DISCUSSIONS

This chapter contains critical analysis and discussion of the research findings. In the course of this study, illustrations and elaborations to justify certain outcomes are thereby provided in a form of tables, graphs and appendices to enhance clarity. These are mainly based on the field findings' information gathered from the structured and unstructured interviews using questionnaires and oral interview respectively, and documentary sources visited. The findings have been presented, analyzed and discussed according to the research objectives of this study.

4.1 Respondents information

4.1.1 Demographic Characteristics of respondents

Data from the demographic characteristics involves education of the respondents' age and gender. Table 4.1 shows that many respondents are under the category of diploma and certificate level. Parents 24% out of 27.9% have primary education where by 3.9% have Secondary Education, Teachers and Educational Officer 25.2% have Diploma whereby 5% have degree furthermore, Religious and Political leaders have secondary education that counted 4.6% and 37.2% were the students who are in formative stage of education. This shows that they have adequate knowledge and skills on the quality of education in the community based secondary schools.

Table 2: Level of respondent's education

Education level	Frequency	Percent
Parents	24	27.9
Teachers/ Educational Officer	26	30.2
Students	32	37.2
Religious Leaders	2	2.3
Political Leader	2	2.3
Total	86	100

4.1.2 Age of the Respondents

This research study revealed the following related to age of the respondents. In this category of age group; 32 learners which is 37.2% fall under the range of age between 10-20, again 24 parents, teachers, educational officers and religious leader which is 27.9% fall under the range of age between 21-30 and 26 which is 30.2% fall under the range of age between 31-40 and 3 which is 3.4% fall under the range of age between 41-50 and 1 which is 1.2% is politician leader

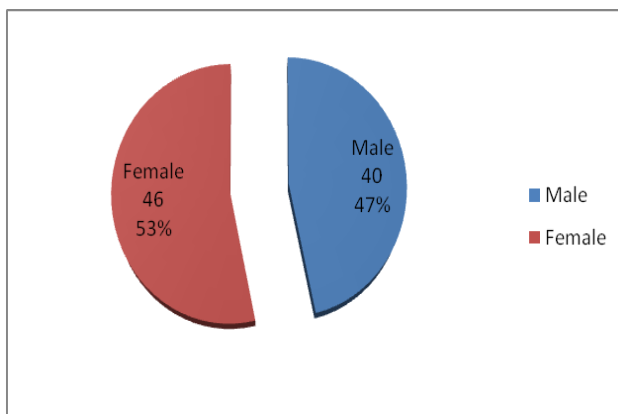
Table 3: Age Categories of the Respondents

Age Group (in years)	Number of Respondents	Percentage (%)
10 - 20	32	37.2
21 - 30	24	27.9
31 – 40	26	30.2
41 - 50	3	3.4
51 and above	1	1.2
Total	86	100

4.1.3 Gender

In this study the issue of gender has been taken into consideration by the researcher that, both male and female have been involved. It is clearly observed from chart 4.3.1 that, 53% of the respondents are male where by 47% were female.

Chart 1 Gender of the respondents



4.2 Stakeholders views on quality education

This was the first objective which investigates the views of stakeholders (learners, parents and teachers/educational officer's religious and political leaders) on the challenges facing quality of education in community based secondary school. It was answered by learners, parents' teachers/educational officer's religious and political leaders.

4.2.1 Parents views toward quality education

As observed from the field Moshi rural population largely comprises of poor peasants and few people working in the formal sector. This creates a big gap between rural and urban life style, production and income. Data collected through questionnaires, from 24 parents in three sampled schools indicates that household and family poverty and lack of parents' awareness on the importance of education are some of the factors exacerbating quality of education in community secondary schools. This has a direct link to their ability to pay for education of their children and make a progress follow up. Socio-economic status of households may affect schooling in different aspects, for example, in schooling costs and opportunity costs of attending school.

4.2.2 Parents on attending school and village meeting

The study shows that 75% of parents attend the meeting conducted by the school as well as village which discuss about the progress of their secondary schools while 25% of parents did not attend any meeting concerning the progress of the learner that shows that they never bother about the educational of their children. One parent said;

“..I cannot go to schools though I called because it is disturbance and shame. You know I do not have money and then the chairperson’s starts reading names of those who have not paid. Is it an advertisement so that the whole village and or ward know that I have not paid? This chairperson of ours thinks that money can be obtained easily and everybody can afford to get. In this case I cannot go to schools meetings.”

According to the parents, community based secondary schools are for the poor. This conception need to be changed. In qualifying the statement the parent asserts that community schools do not have teachers and school resources.

4.2.3 Parents on contributing fees and other costs

The study reveals that parents on contributing fees and other costs for their children seems to be very little as 58% did not respond paying for such cost claiming of poverty and having many children who are in need of schooling while 42% understand the importance of paying fees and other costs for their learners as respondents although they are claiming to have many contribution as showing in joining instruction sampled at one parent whose student study at Komakya Secondary School which indicated the followings;

Tanzanian shillings 20, 000 for school fees, 10,000 for construction, 5,000 for identity card, and 20,000 for desk, there is also 10,000 for caution money, 5,000 for graduation, 60,000 for school lunch, 5,000 for security guards, 10,000 for academic enhancement, 6,000 for ream of papers, 30,000 for uniforms and 10,000 for school sweater, totaling Tsh190, 000. All these do not include text and exercise books or transport cost where is required.

Therefore, looking at school fee for example, this implies that, in Tanzania, school fee for community secondary schools is small, about Tsh20,000, but other direct and indirect costs of schooling may reach Tsh180,000 or sometimes more due to where the school is located, leaving kids of poor people out of education. This is supported by (Al- Samarraï and Reilly 2000) that direct and indirect costs incurred by children for schooling are high. Given that more than 80% of Tanzanian households spend less than Tsh38, 600 per month or 1,286 per day as noted from (URT 2009), (Tsh1500 is equal to 1USD). Some households may not have resources available to finance the initial costs of education for some or all of their children (Al – Samarraï and Reilly 2000) in rural and urban parts of Tanzania where poor are not empowered economically, cost of schooling affects families. So this is combination of both direct and indirect costs that prevent children from accessing and participating in schooling.

4.2.4 Socio-economic Status of the Student

The academic success and the entire quality of education is largely attributed by several factors ranging from socio-economic and environmental as well as policies laid down in educational sector. The study indicates that students belonging to high Socio-Economic status (SES) level overall performance were better in their subjects. Average and high SES levels have more effect than low (SES) level in all types of achievement.

The study shows that poverty limits number of students from schooling and households face the burden when child is selected to join secondary education. A female parent from Moshi Rural District Council had this to comment:

“If you cannot pay school fees your kids are chased out of school. Sometimes village leaders can confiscate your livestock for compulsory contributions.”

In most cases, children from poor families are the ones who miss school frequently because of poverty. Family size and composition in the situation of poverty plays a critical role in the way households to schooling access, for example in this district family size range from 6 – 9 children, thus families of low economic status faces difficult to number of issues including education choice and decision. National wise data from 2006 to 2019 indicate students who failed to join secondary or were not able to continue with schooling because of lack of needs increased from 5.2% to 14% (UNICEF,2003).This signify poverty and inability of parents to pay education costs. Similar situation has been evident in the Moshi Rural community schools. These schools have been greatly populated by students from low SES level some of whom are orphans and others from single parent families. Some of these students claimed of being responsible to carry out temporal jobs for helping their family with basic necessities. It is thus obvious that their attendance in schools is not constant and hence affecting their smooth attainment of contents which in turn undermines the quality of learning. Similarly some parents/guardians claimed to fail to support their children particularly with learning resources just because the life situation is too tight to do so. One among of the woman parent stated.

“Suppose you were you what could be your priority between purchasing food or a book for your child to read?”

It gives an impression that some parents are striving for attainment of their families' basic needs which they are even uncertain to get.

The home environment also affects the academic performance of students and so enhancing or jeopardizing the quality of education depending on the nature of the environment. Educated parents can provide such an environment that suits best for academic success of their children as compared to non educated ones. As it is seen in Moshi Rural where by the parents of average and high SES level tend to take their children to private schools which are more equipped with high quality teachers as compared to the community based schools. The variation of teaching and learning environment pre-determines the quality educational services offered and the long run educational outcomes to learners.

4.2.5 Parents complains towards the teacher

From the field findings a researcher reveals parents complains to the teacher; most of the teachers are not competent due to mass failure in mathematics and other science subject, not only that but most of the teachers delaying to go for their session at their schools ,they do not use the class hours to teach the respective subject. One parent argues further that;

“Our children fail because some teacher does not go to schools thought the weeks as they concentrate to their personal business such as part-time teaching in other schools, tuition, running their petty businesses”.

4.2.6 Parents complains towards the learner

Parents complain on time and resources spent to their children for four years and end up with division four or zero. Some parents stated that the lose is more than double as the children didn't contribute to family income and consumed some scarce resources

for four years, end up without any useful skills, thus, perceived as wastage of time and resources'. A woman who introduced herself as a widow says;

"It is too much my brother because you may think that after four years of study my daughter will release me from paying fees instead she lets me down. She better get married those years ago. It pains for her to spend four years and later comes home with a division ZERO. But what do I expect when there are few teachers and many children. My neighbor's child was selected to this school but was send to a private school and she is doing very well."

Parents of low economic status send their children to community schools. It was also concluded that whereas those with middle income sends their children to private schools. Important to note is that parents regard passing examinations as quality of education calling more debate on what actually quality of education means.

4.2.7 Parents seeking feedback their children

From the field findings a researcher investigate if the parents inquire feedback from school about the progress of the learner. 58% of the respondents declare for inquiring of the report although they are saying that the performance for their children is very poor hence they get bored to pay for fees and other requirement. Unlikely 42% of respondent never seek for feedback from their school. This indicates that parents are not aware of what is going on in the school toward their learners. A female parent has this to say;

"My son is in form three .the school sends me the results of my son and sometimes I go there to know the progress though the performance of my son is not good, he is

trying for his best. I want my child to get good education but always he complains of having few teachers especially in science subjects”

The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success. Very unfortunately many parents in Moshi Rural in particular and Tanzania as a whole feel like being not responsible for educational matters to their children and instead all blames of failure in education is counted as the teachers and or the government faults (irresponsibility). In this case minimum or no follow up to their children's on academic issues. Some students use such gap to irregularly attend their lessons.

4.2.8 Learner views towards quality of education in community secondary schools

Schools which motivate students by positive environment play a strong base for their full participation in schooling life. Thus, government and education professionals should provide a friendly and safe learning environment that not only recognizes student successes, but also one that challenges their individual learning style and talents (Makombe, 2010).

From the table 4.2.8 learners views towards quality of education in community based Secondary schools in shortlisted schools are clarified as follows;

Komakya secondary students declare that teachers who are available are only 30% out of 100% in which 70% are missing. Subject teachers who are not available are for Physics, Chemistry, Biology, Mathematics and English. Likewise books in the library

in general are missing for 50% while there is a requirement of 50% in the relation to the number of the learner available in the school. Books which are not available are for Physics, Chemistry, Biology, Mathematics and English hence affect studying of learners. Infrastructure in this school is available for 80% while they require 20% for toilet, kitchen, stores, library, and laboratory and computer room.

In Meli Secondary students declare that teachers who are available are only 35% out of 100% in which 65% are missing. Subject teachers who are not available are for Physics, Chemistry, Mathematics and English. Likewise books in the library in general are missing for 40% while there is a requirement of 60% in the relation to the number of the learner available in the school. Books which are not available are for Physics, Chemistry, Kiswahili, Mathematics and English hence affect studying of learners. Infrastructure in this school is available for 40% while they require 60% for classes, toilet, kitchen, stores, library, and laboratory and computer room, a female student had this to say;

“We have good room for laboratory but there is nothing like neither apparatus nor chemicals for experiments. We learn theoretically only. The headmaster told us that our parents will buy everything very soon”

Table 4 Learner views on quality of education

Quality determinants	KOMAKYA		MELI		KIMOCHI	
	Number of respondents (12)		Number of respondents (10)		Number of respondents (10)	
	Available	Not available	Available	Not available	Available	Not available
Availability of enough teachers for all subject	30%	70%	35%	65%	40%	60%
Availability of enough books for all subjects (library, laboratory/science rooms)	50%	50%	40%	60%	35%	65%
Availability of enough infrastructure	80%	20%	40%	60%	50%	50%

In Kimochi Secondary School students declare that teachers who are available are only 40% out of 100% in which 60% are missing. Subject teachers who are not available are for Civics, Bookkeeping, Commerce, Physics, Chemistry, Mathematics and English. Likewise books in the library in general are missing for 40% while there is a requirement of 60% in the relation to the number of the learner available in the school. Books which are not available are for Bookkeeping, Commerce, Physics, Chemistry, Kiswahili, Mathematics and English hence affect studying of learners.

Infrastructure in this school is available for 50% while they require 50% for classes, toilet, kitchen, stores, library, and laboratory. One student comments that;

“We don’t have teachers for Civics, Bookkeeping, Commerce, Physics, Chemistry, Mathematics and English as well as books for those subjects. Commerce teacher come from kolila secondary school to teach us once a week”

4.2.8 Learners and the challenge of truancy and distance

Studies show that, in other families learner used to work in order to pay for school fees, buy exercise books and others. Poor families can’t even afford food and clothes for their children, so some parents tend to use their children in doing petty businesses like selling food stuff, water and other things to raise money for their living. Distance from home to school were also mentioned as a problem as student walked for about twenty kilometers to and from the school. In questionnaire filled by students at Komakya secondary school, this comment were raised.

“.. My family is poor and could not support my education; sometimes at home we could not even afford one meal in a day. So I used to work in order to pay for my school fees, buy exercise books not only that the distance from school to my home discourage us from studies”

UNICEF, (2000) denote that Regular child attendance for learning is an element to best continuity to the learner’s learning. On the other hand absenteeism negatively affects child’s learning. Families support for learning is another aspect related to the quality learner. The extent to which parents involved and the support to their

children's education. This has also to do with parent's level of income and education. For Moshi rural the nature of parent's income has great impact on student's attendance in schools.

4.2.9 Perception of teachers towards quality education

Teachers conceived quality as meeting the challenges that hinder teaching and learning in secondary schools. In other words, quality was understood as the ability of education to meet the challenges in schools. In the analysis, it was noted that overcrowded classes, lack of teaching and learning materials, and a poor teaching force were explained as the major challenge hindering the quality of teaching and learning in schools.

4.2.10. Challenge of overcrowded classes

The increase has led to an imbalance with the resources available (Makombe,2010). Large or overcrowded classes are among the imbalances caused by the increase in enrolment. In teachers' responses, large classes were reported exceeding the Ministry standards. According to the Ministry of Education and Vocational Training, a normal class size in secondary schools comprises a maximum of 40 students. However, this is not the reality in schools, as teachers reported teaching classes exceeding 40 students because of lack of classrooms and shortage of teachers.

Newly constructed schools were reported to have too few classrooms to accommodate the increasing number of students selected to join form one in Meli secondary schools. In their explanation, teachers reported that lack of classrooms caused overcrowding in schools.

Table 5 Class size on the Number of learners at Meli, Komakya and Kimochi

	Komakya			Kimochi				Meli			
Class	No Of	Class	Required Class	No Of	Learners	Class	Class Available	No Of	Class	Required Class	Class Available
Form One	126	3	2	90	2	2		110	3	2	
Form Two	114	3	2	100	3	2		90	2	2	
Form Three	125	3	2	97	2	2		100	3	2	
Form Four	115	3	2	92	2	1		102	3	2	
Total	480	12	8	380	9	7		402	11	8	

Teachers thought that the few classrooms are utilized maximally to ensure every student is accommodated. Students have to squeeze into the available classes in order to be taught, as one teacher from Meli secondary reveals;

“In this school the number of students is big compared to the number of classrooms we have. There are few classrooms and the students are many, so they have to squeeze into the few rooms available”.

In the context of this study, large classes are taken to mean that students are crowded, as the rooms are small or crowded because of the large numbers of students and no more space is available. In Moshi rural, large classes exist because of the poverty in different societies, and the speed of constructing new classroom to meet the demand is low in some schools. In this case, students selected to join secondary schools in some areas sometimes remain at home waiting for the construction to be completed. This was observed by the researcher at Meli Secondary school and teacher on duty explained;

“Because there are not enough classrooms, students selected to join form one sometimes have to waiting for the construction to be completed depending on the number of classroom available. Because the construction is slow, sometimes students have to wait for a second and sometimes third selection.”

The delay in joining school was reported to range from between one to three months, depending of the speed of completing the construction of classrooms. For continuous teaching, in three months a large portion of the syllabus has to be covered. But because classrooms are insufficient classrooms, both the late and earlier registered students are combined. In this situation teaching become chaotic. The late enrolled students are drilled and forced to cover the already covered syllabus so as to be in line with others.

4.2.11. Shortage of other essential facilities

Teachers were further reported to shortage of other essential facilities like tables, chairs and cupboards for teachers. Teachers claimed to have used student tables and

chairs as the school cannot manage to buy furniture for them this was revealed at Kimochi secondary as one teacher commented;

“Most of us use students ‘tables, but they are too small to put all of our materials. The school also has no cupboards that could help in storing some of our materials. It is discouraging to teach in such schools: we just continue teaching because it Is our profession we love, however many leave and join other professions”.

Teachers use classrooms for staff preparations and staffrooms, using students ‘desks is not a surprise in newly constructed in community schools. In most of the community plans teachers’ furniture are not in the fore priorities.

4.2.12. Shortage of teachers for both sciences and arts subjects

Another aspect of large classes is shortage of teachers, where combining classes was reported as an alternative strategy, especially in the science subjects, English and mathematics which were claimed to be severely understaffed. It was argued that combining classes was done in order to reduce teachers’ workloads and to enable them to perform other duties in school, as illustrated by mathematics teacher at Kimochi secondary school;

“... I teach mathematics and, I am the only teacher in this school. Apart from teaching I have to do other activities like marking students work books, be the teacher on duty, supervise clubs, and I feel these are too much for me”.

4.2.13. Teacher's workload

The work overloads was reported as a factor leading to fatigue among teachers and hence reducing efficiency and effectiveness in work. Teachers claimed to have big workloads caused by insufficient number of teacher in Kimochi school reveals;

"I teach both mathematics and physics and I am the only mathematics teacher in this school ...I have to teach form one to form four, with six periods per each class in a week. I combine classes but still I cannot teach all the periods as I cannot manage to locate them in my timetable. Sometimes I have to teach in the evening".

Referring to the Ministry of Education in Tanzania, the number of hours for mathematics teaching is 2 hours and 40 minutes per week being divided into six periods of 40 minutes each. Thus from this standard workloads can be counted from the number of classes an individual teacher has to attend. In this case, in other school teacher has to teach 32 to 40 periods per week, while others have 40 to 50 periods per week. Workloads are thus not manageable for individual teachers. In general, in almost all schools visited, the teachers in these subjects claimed to teach more than the Ministry norm.

Table 5 Teachers Number of teaching periods

Subject	Number of teachers	Periods per day	Periods per week
Mathematics /Physics	1	10	50
Chemistry /Biology	1	8	40
Civics	4	2	10
History /Geography	4	4	20
English/ Kiswahili	4	4	20

4.2.13 Selection of teaching methods

Teachers also reported that large classes affect the selection of teaching methods. Lecture with ‘chorus’ answers were reported to be used in most of the lessons in schools. The term chorus answers means whole class or group voiced answers, where students all together give the answer to the question asked. In this case interactive methods were claimed to be difficult to use as they require few students and more space, which cannot be obtained in overcrowded classes. English teacher from Meli secondary had this to comment;

“I teach English and I usually use the lecture method because it is difficult to use methods like group discussion as it needs more space, each class has more than 60 students”.

In this case the class size has influence on the selection of teaching methods. In other words, the failure to use interactive methods reported by the teacher was connected to the number of students in classes. However, this study did not produce evidence on what number is reasonable for interactive methods. Based on the Ministry standard, a class of 40 is assumed normal for interactive lessons although in other contexts it can still be claimed to be large.

In this finding it is obvious that low level learning is obtained from non learner friendly methods or teacher dominant methods of teaching then the teaching from teachers argument can be found to limit students learning and hence lead to low quality of education.

4.2.14 Shortage of teaching and learning materials

In Community secondary schools, lack of teaching and learning materials was reported as the most recurring challenge among secondary schools in this study. Teachers described poor quality of education to be caused by lack of teaching and learning materials. In their responses, they argued that the unavailability of instructional materials and lack of creative skills to fabricate have led to poor teaching, which has greatly affected the quality of education in these secondary schools.

The unavailability refers to lack of such materials that are supplied by the government and/or other agencies. These include text books, laboratory equipment and other similar materials that need financial support to be able to purchase them. Teacher from Komakya said that the student-book ratio in some subjects cannot be defined as books are not sufficient to enable students to access and read as he revealed that;

“The school has no library, we have novels and few (10) commerce text books, so it is difficult to distribute them to students in class. I have to give notes to students as the only source of information as they cannot get books to read in school”.

The deficiency of textbooks, especially in community schools, has made students rely only on teacher’s notes as the only source of materials. In this case, teachers make notes and give or sometime sell them to students in the form of handouts. In such a situation students from poor families are discriminated against as they cannot manage to buy the handouts and hence remain challenged throughout the education cycle.

Other materials reported lacking were science equipment, where it was claimed that schools have no apparatus at all that can be used to teach science subjects as it was revealed by physics teacher at Meli secondary said;

“...the school needs more teaching materials to enable us to teach effectively. Right now there are few materials and in some subjects like physics there is none at all. How can a teacher teach effectively in this situation?”

The non-availability of science apparatus in schools is a serious issue in the teaching of these subjects. These subjects depend heavily on experiments for students to be able to acquire practical skills. If schools lack the apparatus, what is the future of science in Tanzania? Alternatively, teachers reported teaching using the alternative to practical approach.

“...In this school there are neither laboratories nor equipment for students to do experiments; instead we teach science using theory as students can't see the results of the experiment”

The alternative to practical method is a simplified way of teaching science subjects, where instructions and procedures for conducting experiments are provided together with possible end results. In most cases students cram the answers in order to be able to answer examinations.

Although teachers claimed the schools lacked books and science teaching materials, other materials like charts and models were also reported missing. In their responses

teachers claimed to lack innovative or creative skills to improvise their own materials. From this claim, teachers described quality of education from the ability to offer knowledge and skills to improvise teaching materials.

4.2.15 Dealing with the problem of a poor teaching force

Poor quality of the teaching force was another reported drawback to the quality of education in secondary schools. Teachers argued that to achieve quality in secondary schools education, the issue of the poor teaching force has to be dealt with accordingly.

Poor training was noted from the responses when teachers at Komakya secondary claimed to lack skills taken to mean that teachers lack knowledge or skills, or both, to teach that topic. The lack of knowledge and skills of teachers was related to poor training during initial teacher preparation. Thus, a vicious cycle of poorly trained teachers being trained by weak teacher educators producing weaker teachers was noted from geography teacher at Komakya secondary:

“The problem in teaching is not only in secondary schools, but also in teacher colleges, as some of us finished courses without completing the syllabus and acquiring skills to handle challenges in teaching. I find them difficult to teach and then I also skip them in my own teaching”.

In different contexts difficult topics can have various meanings. Either the topic is abstract, tricky and complicated to teach, or teachers lack the skills to teach it. According to this teacher difficult topics are the result of poor training of teachers. In

this case, if the topics in the syllabus are arranged in order of their dependence on one to another, then skipping implies creating gaps in students' learning and affecting the quality of learning.

Untrained teachers were reported to exist in these schools where trained teachers were missing. An untrained teacher meant persons who have not been trained in teaching but still are employed in schools to teach. In their explanation, teachers amplified two types of untrained teachers: those who completed general degree and those who just completed form six (upper secondary education). The untrained teachers are employed to cover the lack of trained teachers in schools.

Though the lack of trained teachers has created the opportunity for people with general knowledge to enter teaching, the practice is dangerous as it is leading to poor quality of education. The lack of trained teachers is heavily affecting rural schools, as the many challenges they face make trained teachers reluctant to stay and teach. But these are the places where people need more education to develop societies and acquire the 'better life for every individual' that is emphasized in the ruling party manifesto.

4.2.16 Teachers' fringes and benefits

The finding reveals that it has been the normal custom to Teachers in Tanzania having several claims and concerns to their welfare with regard to fringes and benefits of their job. For instance there is a great concern to why the teachers' salaries are being graded differently as compared to other public sectors as for medical doctoral sector. One of the respondent's teachers at Meli secondary claim;

“If our own government does not really pay attention to our wellbeing, why should we then value our job”.

Such statement shows the reality of many teachers lagging behind as far as being motivated to work is concerned just like the situation in the table above on the quality process. UNICEF suggests that quality education is possibly attained only if there is ongoing professional development that is in-service training is a crucial aspect to the provision of quality education.

4.2.17 Political and Religious leader towards quality education in community secondary schools

The researcher conducts interviews with political leader of Kimochi ward and certain religious leader on the same area. It was revealed that there is a discrepancy between the policy objectives and politicians' interests. Whereas secondary development policy aims at maximum growth political leaders' interest was to undertake mass enrolment. It does not regard the availability of the required facilities and human resources. One religious leader had this to comment:

“we managed to build two classes last year and the government provides enough student though we don't have enough facilities like desk, we are proud of it even our citizens realized that we are working hard”

4.2.18 School fees and other contributions

On one hand a political leader who is in charge of old Moshi west ward where Meli secondary is located said that the fees which is paid by parent is just little compared to other contribution posed to them, He had this to say;

Tanzania reduced day secondary school fees from Tsh40, 000 to Tsh20, 000 seems to be small and motivation to parents, however, other costs are huge and barrier to poor children subjected to low state invested schools.

4.2.19 Poverty of the families

Likewise the researcher conducts interviews with political leader of Kimochi ward on the same area and it was revealed that he perceives families in rural areas consider community secondary schools as schools for the poor and delivering poor or low kind of education. He said;

‘It is not common to find sons and daughters of leaders or middle class people in these schools, find out you might even not find children of teachers from these school, they are aware of kind of poor education obtained’

He continued lamenting that schooling is now segmented, for those who can buy private service in private quality schools and who can't in Community Secondary School, pupils from the so called English medium primary school do not join these Community Secondary Schools. This lay not only quality strata, but also initial discrimination among population, social polarization associated with rapid growth of income inequality widen and worsen the magnitude of quality in education for the majority of Tanzanians, producing generational inequality in all spheres of life.

Likewise religious leader from Mowo village which is in Kimochi ward had this to comments;

“Private schools have most children from affluent families and parents who are able and willing to pay for education of their children unlike the Community Schools which lack most required resources for teaching and learning and receive little parental support due to poverty and somehow low premium on education attached to by most parents “

4.2.20 Educational officer views towards quality education

Educational officers argued that most of the students enrolled in secondary schools have poor performance as they cannot read and write. Likewise the infrastructures of schools are not conducive for studying due to lack of library, laboratories and the equipments, books and teaching materials. Not only that but also most of the parents are not capable to pay school fees and other contribution for their children. Moreover, teachers complain that they leave very far from the schools and they cannot be on time at their schools also by the time they start teaching they were already tired and they faced transportation problem. Also teacher move from public to private secondary school with the intention of getting high salary so the school remain with four teachers to deal with the entire secondary school, worse enough the schools have one teacher to taught mathematics and other science subject from form one to form four. In his description he says;

“We are working hard through cooperation with parents to solve challenges of our community schools. We have shortage of library, laboratories and the equipments, books and teaching materials. Parents needs to be enlightened on the importance of education”

The required number of student in class should be forty five (45) while the reality of student in a class range from 70 to 75 students due to this during studying hours it is difficult for student to share the four books available at the library for studying. Most of student they end up just listening on the content of the subject and fortunately they did not get chance to read that particular books towards the end of the year this is due to high number of student without considering the availability of material to educate them fairly so as to be competent. He continued saying;

“Also in this community based secondary schools pupils fail to study well due to lack of food during lunch time and they became tired as well as lose concentration in afternoon class hours. It is worse that parent are not ready to finance for the said food”.

According to UNICEF quality education is a resultant of content that is reflected in relevant curricular and materials for the acquisition of basic skills for life and knowledge in such areas like gender and health nutrition. Quality content refers to the intended and thought curriculum of schools. National goals for education and outcome statements translated curriculum of schools into measurable objectives. Curriculum structures which are students-centered, non discriminatory and standards based facilitate quality in education. Uniqueness of local and national contents that is much reflected from local and national values.

Outcomes that encompass knowledge, skills and attitudes are linked to national goals to education and positive participation in society.. However, studies shows that children in developing countries had lower levels of literacy than those of advanced

nations. Using formative assessment to improve achievement outcomes rather than summative as for the case in Tanzania. Expected outcomes sought by parents, like their children's opportunity for social promotion and employment. Outcomes related to community participation, learners confidence and life – long learning.

4.3 Measures to improve Quality of Education in community based secondary schools

This objective has been answered by parents, teachers, and students, religious and political leaders. Parents comment that schools have to ensure students get food in schools in the afternoon and parents emphasize that they pay for it but the management of those secondary school miss use the money hence they fail to perform the duty at hand. They further contend that once students are in schools much of their time should be used in educating them and give them exercise rather than giving student other social activities. There should be regular meeting to discuss the progress of the students. In some schools they may end up a year without any meeting. Example in the year ended 2013 at Komakya secondary they conduct one meeting and it was just for disciplinary issues and not academic progress, however schools infrastructure such as classes and toilets should be improved to satisfy the number of student in the community at hand.

4.3.1. Improving the promotion scheme for teachers

Another aspect that was suggested and reported to need improvement was improving the promotion scheme for teachers. a political leader (ward executive officer) said the current promotion scheme is poorly structured in the sense that some teachers and non teaching staff claimed to have worked for longer time without being promoted,

while others have fewer years but have had promotions. This was related to a poor promotion structure and was reported to reduce motivation in the profession hence affect quality of education. He had this to say;

“Teacher feels discouraged to continue teaching as the criteria for promotion are not clear. On my side, I have never had any promotion for so long, It is not fair that other teachers employed latest have been promoted and now have a bigger salary than those employed recent years while they are teaching the same level.

He continued saying, the promotion of teachers and other staff in Tanzania is done every three years. The teacher service department is the organization responsible for teachers’ promotion, rewards and sanctions.

The same idea was also supported by Meli Secondary teacher who claimed that the structure for promoting teachers is limiting as promotions are stratified in such a way that teachers with a certain level of education cannot exceed the set limits. In the promotion scheme teachers with a certificate can only be promoted to the Tanzanian government teacher’s scale (TGTS) E, while teachers with a diploma are limited at TGTS F and TGTS H for teachers with a degree. The stratification was blamed for reducing the morale of experienced teachers as they do not expect to receive more promotions after reaching the limits. She had this to say

“If you reach scale F and you are a diploma teacher, then no more promotion is possible unless you go for a degree course. This condition therefore has acted as a driving force to young diploma teachers to apply for degree courses, but is

discouraging for experienced teachers who reach this limit and no more promotion are made”.

Due to this statement, the issue of salary scales limits needs to be addressed as it is discriminating against experienced teachers who reach the promotion limit. It was argued that many experienced diploma teachers are clustered together at TGTS F as they cannot attempt to apply for degree course because of the limited number of years remaining before retirement. To them it is de-motivating as no promotion is expected before their retirement.

4.3.2. Quality of schools

With regard to the quality of schools, teachers in all schools reported that the achievements of students in the final examinations are used in rating the schools. Rating was said to be done in relation to the number of students scoring highly in the examinations. According to the National Examination Council of Tanzania (NECTA) standards, A and B are higher scores, where A is a distinction, excellent or very good, and B stands for good. Other scores are C for fair, D for satisfactory and F for unsatisfactory or poor, these scores are further interpreted in divisions and the higher achievers are those who score division I and II. In the discussions, teachers explained that a ‘quality school’ is one which the majority achieves high scores in the national examinations:

“The quality of education in schools depends to a great extent on the achievements of the students in examinations. If there are high standards in the performance of the majority then that is a ‘quality school’. This means how many get division I and II can help in advertising the school”.

4.3.4 Increase the number of teachers for science business and mathematics

In addressing the problem of shortage of teachers, the government in 2006/07 decided to employ about 3,500 form six leavers. Despite of their poor academic performance and ill training of less than month, they were posted to teach in different rural in remote areas of Tanzania, where there are acute shortage of teachers. Further, over 30,000 licensed teachers entered into teaching by 2010 (Makombe,2010). Community schools and SEDP one and two are critically important to achieve more access and quality. This is why investment in teachers training is critical to any reforms designed to improve quality of education (UNESCO 2007). Teachers' quality matters more any other single aspect for students achievement.

The study finding revealed that (65%) of teachers advise that the government has to ensure they employ enough teachers to educate students as well as they should provide accommodation for them so as to enable them perform their duties on time. Likewise, (35%) of teachers comment that parents should be ready to buy books for their students so as to get quality education. One female has this to say;

“The government in relation with the schools has to find donors so as reduce the cost of educating students and to ensure all students get opportunity to learn and acquire quality education”

4.3.5 School Inspection

Educational officer argued that regular inspection of schools is useful in promoting classroom practices. He stated that school inspectors are the watchdogs in the teaching and learning processes and thus are useful in improving teaching practices. Inspections were thought to increase commitment and thorough preparation among

teachers. Thus, regular inspections are predicted to change teachers' practices as he had this to say;

"I like inspections as teachers become lively in their teaching. When inspectors come every teacher has to prepare thoroughly in the subject that is going to be inspected. So this brings about more commitment among them. When there are no regular inspections, teachers remain relaxed and do not prepare lessons and teaching aids".

From this statement, it seems that teachers do not prepare lessons when there are no inspections. This brings the sense that teachers lack commitment as they need to be pushed in their work. In this case, both inspectors and teachers have to sit together cooperatively and discuss matters related to improving the quality of education.

Parents need to be educated on the importance of education. On the views of Religious and political leaders they argued that parent have to be educated on the importance of contributing in education for the better success of the children. Student should be allowed to study without paying school fee then by the time waiting for result to enable them access it should pay for it although (70%)support, the rest (30%)says education should be paid so as to allow smooth running of the school.

4.3.6 Provision for skills for daily life

On another aspect of skills for daily life,(95%) learners advised that schools should offer skills that can help individuals in their lives, instead preparation is done to pass examinations. They claimed that secondary schools are producing low competencies in terms of life skills and hence students leaving secondary schools remain dependent on their families; one student at Kimochi secondary school had this to comment;

“....In school we are not taught day-to-day life: instead, we are only prepared for examinations to be able to join further education. This is too theoretical, abstract and void of real life. Subjects like poultry in agriculture, commerce, cooking and needlework, which offered real life skills need to be revised. As a result, we cannot sustain ourselves, but instead we remain dependent on family income”.

4.3.7 Supply teaching and learning materials

This case was presented by physics teacher at Meli Secondary, The teacher admitted to lack skills to develop his own teaching materials and claimed that the materials sold are expensive and schools cannot afford them, hence donations from the government and agencies were important. The materials in question were from science subjects and mainly imported from abroad. The quality of science teaching in secondary school is falling because the government supply of teaching and learning materials in schools has decreased if not stopped. She had this to say;

“In teaching science, equipment is necessary because no real scientific knowledge can be taught without it, the equipment requires money and some of it has to be imported from abroad. With more science equipment and other teaching and learning materials, we can enable the students to learn science better.”

The statement shows that low government funding to schools has led to a severe lack of science teaching materials. Besides science subjects, materials in technical and vocational subjects are also expensive and schools cannot manage the costs. This area therefore needs attention from both government and other stakeholders.

4.3.8 Reducing Class size through double shift schooling

On the side of Kimochi secondary school the respondents argued that the range of students is very high. The overcrowded in class become as a main challenge to teachers in assessing students exercise books and ensuring that they understand what they have been taught. In sometimes the teachers may not know if all students were present or absent in classes. They advise double schooling shift to be introduced so as solve that problem.

4.3.9 Building of hostels near the school premises

Learner at Komakya secondary school argue that the distance from home place to school is very far example from Mowo village to Sango where Komakya it is 12 kilometers. This shows that a student has to walk 24kilometres every day. (100%) of them advise the hostels to be built near by the school for better results. One learner said;

“if we could have hostels perhaps the issue of absentees were mentioned. I have to wakeup very early but I normally arrive late and tired at school and sometimes end up with punishments from my teacher as a late comer We need to have dormitories as well as enough books in the library”

4.4 Community based secondary school as new image in the society

Despite of short comings of Community Secondary Schools noted and their strong impact to learning process and the future of the younger generation, these schools have strength and contribution at different levels which deserve credit.

In Tanzania the success of Community Secondary Schools emanate from local community role and contribution; like providing land or space to build schools, contributing building materials for school or new classrooms, paying for school furniture and other equipments. World Bank in (2000) found that mobilizing communities to contribute for education work, and also help in decentralizing cost of education (Wedgwood 2005). Thus, in Tanzania the government with no enough resources to invest into secondary education the community participation has lead to increase number of schools and students enrolled every year.

Community Schools have great contribution to education system for example; the development of Community Schools in Tanzania since mid of 2000s has changed the perception and needs, and secondary education is seen as an important tool for development and poverty reduction. Formally it was common for majority of parents and children to accept primary level, but now secondary step is seen more crucial due to life challenges. In most cases community schools have increased demand for education especially to areas where there were no schools or to. In Tanzania enrolment for form one has increased and seems to be above the government target of 50% by 2010 which reach 51.6% in the same year (MoEVT 2010). This is a good move, however, other barriers to access, quality and equity not well addressed.

Community participation in building new schools from the mid of 2000s in Tanzania resulted into increase number of spaces, in 2006 for example, there were total of 2,289 secondary schools and 1690 which is 73.8% were public schools, further, about 196,391 which is 80.7% students were enrolled (MoEVT 2006). It is from Community Schools where there is a big credit to significant increase in access and

enrolment and it is noted that majority of students completing standard seven are enrolled in these schools (Makombe,2010) Community participation in supporting investment in education at this level has raised community development; more new schools and class rooms are in place through community and government efforts, this is an indication that people see the value and aspire for education of their children, as alluded earlier secondary education is needed to meet global challenges. The decentralization of education is useful when parents and whole community is involved, hence, the raise of awareness to parents to be involved in education where local government can contribute to train community ways to get involved in development, monitoring and support to Community Schools and finally towards improved access, equity and quality education to all implementation process.

Summary of stakeholders' views on the challenges facing the quality of education in Community Secondary Schools.

Category	Prevalence factors	Other attributes
Teacher and students views	<ul style="list-style-type: none"> -Lack of enough classrooms -Lack of enough teachers -Lack of libraries and laboratories -School examinations -Lack of kitchens and dining halls -Lack of enough toilets for boys and girls -Distance from home to school -Too much (user fees) school contributions 	-School tendency of using untrained teachers, sometimes form six or four levers while waiting supply of qualified from government affects quality learning.

Category	Prevalence factors	Other attributes
Education officers/ school administrator views	<ul style="list-style-type: none"> -Enrolment target versus quality -Access for all who pass primary standard seven -Unachievable plans of supply of teachers against number of new students every year -Unrealistic teachers qualification and level of teaching 	<ul style="list-style-type: none"> -Some students are selected to join from one but schools had no structures to accommodate them, hence, waiting for more than 3 - 5 month for completion of classes -Technical and professional plans against political approach or pressure
Parents views	<ul style="list-style-type: none"> -community schools are poor schools for the poor -political leaders, government officers and middle class people has option for private quality schools -More politically driven than technically planned -Low parents/family income -Family size and number of school age children -Inability to pay schooling costs 	<ul style="list-style-type: none"> -Due to poor performance in these schools especially in rural areas some parents don't see value of education -Families with no assets like farms and animals face more difficulties -Single parent family -Parents and students time and resources need to be considered and valued
Politician / religious leader	<ul style="list-style-type: none"> -They are driven by number of students than quality of 	<ul style="list-style-type: none"> -Growth of socio economic disparities reflected in social

Category	Prevalence factors	Other attributes
views	<p>education</p> <p>-Some best teachers are in private schools as they are well paid, motivated and valued</p> <p>-School fees is low but too much contributions for the poor to afford</p> <p>-Local leaders override some national rules, for example, exemptions for poor is not well trucked, adhered</p>	<p>services including basic education which should be accessible to all.</p>

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

This study analyzes stakeholder's view on the quality of education in community secondary school in Moshi Rural District. In this chapter the focus is summarizing of the findings.

5.1 Summary of major findings

The purpose of this study was to analyze the stakeholder's views on quality of education in community secondary schools in Moshi rural district. The study drew its background from historical perspectives on the quality of education in Tanzania since the independence and the country education act and policies for the purpose of facilitating education quality in the country. In light of this background, study addressed three research objectives which were to access the perception of stakeholders towards the quality of education in community secondary schools whose are learners, parents and teachers, To identify the challenges facing the quality of education in community secondary school, lastly was to exploring measures that might be used to improve quality of education in community based secondary schools. The study involved 86 respondents in total. Basically the study was conducted using targeted through purposive sampling technique which was deemed necessary for sampling. Three data collection methods were employed, including: questionnaire, documentary reviews and observations. Data were collection; analyzed quantitatively to identify the magnitude in terms of percentages while qualitative data were subjected to thematic analysis. The study had the following findings;

First, Socio-economic status differs from one pupil to other pupil. Those who are having a good economic status have high performance than those who are having low socio-economic status.

Secondly, the issues of food in these community secondary schools affect the quality of education. No lunch is given to the students as parents are not ready to buy food and books as well as paying fees for their children. Hence it affects the performance of learner most of the time learner study half a day due to lack of food after that they are released to go home.

Thirdly, parents are not cooperative to the education to their children as some of them never attend to the school meeting for whatever reason to discuss about the progress of the learners as well as development of school. They hate to be asked about contribution of buildings (infrastructure). However, they want their children to go the school and get better education. Also they have perception that government has to pay for all requirement of school so long as learner passes to join secondary school.

Fourthly, class administration seems to affect the quality of education due to the fact that teachers claim to have large number of students which range from 60 to 70 pupils per class which is difficult to teach them effectively.

Fifth, limited time prohibits teachers and pupils from conducting adequate teaching and learning. This is due to the shortage of teachers for all subjects as well as teaching and learning materials which creates a gap in pupils learning hence impairing pupils' academic performance.

Sixth, parents are not well informed about the progress of their children because their busy on their economic activities. Likewise some parents do not know how to read and write so they fear their children as they cannot ask them about their progress.

5.2 Conclusions

In light of the findings, the following are the concluding remarks, where the school management and top authority is strong; there is a possibility of smooth provision of quality education. When the system is weak, provision of quality education is likely to be inadequate. It requires accountability of all stakeholders, focusing on achieving stated goals/ objectives.

School location has direct relation to distance used by students and teacher, as noted from the study some of students and teachers travel long distance from home to school facing difficulties of getting reliable means of transport, these situation affects the schooling efficiency and has had truancy and drop out tendency. School location and learning environment can be motivation to students' participation to schooling and reduce quality hence, it is learnt that these challenges range from family to national level.

Most of the issues raised as weaknesses by educational stakeholders are within their ability in attaining and supervising them as they are the main related organs of education.

The challenges that the stakeholders of education face are contributed by learners, teachers, resources and parents themselves. Their impact on the education sector is the day to day outcry of poor quality of education at all stages.

5.3 Recommendations

Based on the findings and conclusions of the study, four categories of recommendations are made. The recommendations are directed to different stakeholders of the education sector.

The Ministry of Education and Vocational Training has to arrange regular intensive short courses for teachers and seminars for parents, politician and religious leaders toward the importance of education to their children. It may be used after a certain period of time as the enrolment varies each year.

Since the MoEVT is responsible for setting the Policy of education, rules, regulations and education circulars in education sector, it is important to make a thorough follow-up to all education institutions to see whether they are being implemented or not and take strong measures for any weakness encountered. However, the MoEVT should not be the first to violate its orders of providing quality education.

High investment in education sector particularly secondary education, need to be given heavy weight in government budget. Issues related to good salaries, adequate teaching and learning materials, adequate buildings (like classrooms and staffs houses) and furniture should be given the first priority. The Moe VET has to also send adequate and qualified number of secondary teachers to their community based schools.

Head of schools are the key leaders of the day to day functioning of the school. They receive orders and directives from the government and organize strong and dedicated

management team to accomplish the state goals. Since head of schools are managing on behalf of the government, they are expected to do their job effectively and efficiently in organizing and leading institutions. They are also required to provide feedback regularly to the entire community and other stakeholders on implementation of various issues. Moreover, communication among community members has to be strengthened.

Since teachers are regarded as a tool for monitoring evaluating implementation of education policy, assessing education standards, promoting school improvement and advising all stakeholders in education, they are expected to show their professional skills when doing their work. Each school teacher is expected to perform his/her duties using such skills like listening and observing, guidance and counseling, curriculum analysis, planning, communication, management and administration. Research, evaluation and computer literacy. These skills have to be supported by codes of conduct such as honesty, frankness, patience, fairness, firmness, sensitive to gender and integrity. Basing on these skills, teachers will be of more help to various stakeholders and hence ensure quality education as advised for the benefit of the country's education system. Teachers should be ready to accept comments from various stakeholders in a friendly manner so as to maintain the quality of education provided.

Likewise, deliberate measures to strengthen the work spirit and accountability among teachers are required. Teachers are required to prepare teaching and learning documents. Mastering the subject contents and teaching using learner centered techniques and preparation and use of teaching aids as it is advised the higher education authorities.

Parents must ensure there is harmony in the families for their children to learn better, provide their children with adequate learning materials including books and others also help them do their assignment, society in general should create a positive attitude to students that education is life so encouragement is needed as education is not difficult as they think and hear and eventually believe.

Students should work hard in studying all subjects by devoting their extra time in studies and doing exercises, attend classes without missing and do all assignment and tests given also they should show full cooperation to their teachers, parents and peers in learning.

5.4 Recommendations for further studies

Since this study concentrated on analysis of the stakeholder's view on the quality of education in the community based secondary schools, further study should be carried out to check the implementation and monitoring of the quality education in community based schools in other districts so as to improve the quality of education in Tanzania

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APPENDICES

APPENDIX A

QUESTIONNAIRE FOR THE EDUCATIONAL OFFICERS AND TEACHERS

Dear respondents, I am a student pursuing MA Studies in Open University of Tanzania. I'm conducting studies on *Analysis of stakeholders view on the quality of education of community secondary school in Moshi Rural District* "This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended only. Researcher kindly requesting you to fill in the question below and provide information requested to the best of your knowledge.

Please tick (✓) the most appropriate attentive

1. What is your gender

[] Male

[] Female

2. What is your highest education level?

[] Primary school

[] Secondary school

[] Certificate/Diploma

[] Bachelor degree/Advanced diploma

[] Masters Degree

[] Other level specify

3. What is your current position in the government school

[] Ward executive office

[] Educational officer

[] Headmaster/headmistress

[] Teacher

[] Student

[] Parent

4. What are the challenges do your community school face that affect the academic performance

Shortage of teachers []

Shortage of books []

Shortage of proper infrastructure []

Outline any others

.....

a)

b)

5. How did you ensure the availability of a quality education in your secondary schools

a) Conducting excessive teaching []

b) Control attendance of learners and teachers []

c) Motivating learners to study hard []

d) Encourage learners to buy books []

e) Any other views.....

.....

6. What are the measures do you take to solve those challenges in your schools

a) Encouraging parents to send their children to school []

b) Encouraging learners to study hard []

c) Encouraging the community toward the importance of education []

d) Calling in parents to discuss the progress of their children []

e) Any other measures.....

.....

.....

7. Are there any comments towards the procedures that might be taken by
Government to ensure quality education in this district? Give brief explanation

.....

.....

THANKS FOR YOUR COPERATION

APPENDIX B

QUESTIONNAIRE FOR THE STUDENT

Dear respondents, I am a student pursuing MA Studies in Open University of Tanzania. I'm conducting studies on *Analysis of stakeholders view on the quality of education of community secondary school in Moshi Rural District*. This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended only. Researcher kindly requesting you to fill in the question below and provide information requested to the best of your knowledge.

1. Which of the following categories best describe your age?

☐ 12-16 years

☐ 16-21 years

☐ Other specify

2. In which level of education are you in this school

i. One ☐

ii. Two ☐

iii. Three ☐

iv. Four ☐

3. Are there enough teachers of all subject in your school

☐ YES ☐ NO

If NO who are not available.....

.....

4. Do you have enough books for all subjects?

☐ YES ☐ NO

If NO which books are not available. List by subject

.....

.....

5. Which subject seems to be difficult in your studies?

.....

.....

.....

6. What are other challenges face your studies in the school

.....

.....

.....

7. How does your school involve your parents in making decision on your education?

- a) Call regular meeting []
- b) Encouraging them in buying books []
- c) Sharing the cost of school development []
- d) List any other Involvement

.....

.....

8. What do you think are the best solution for you to get high quality education

.....

.....

.....

THANKS FOR YOUR COPERATION

APPENDIX C

QUESTIONNAIRE FOR THE PARENTS

Dear respondents, I am a student pursuing MA Studies in Open University of Tanzania. I'm conducting studies on *Analysis of stakeholders view on the quality of education of community secondary school in Moshi Rural District*. This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended only. Researcher kindly requesting you to fill in the question below and provide information requested to the best of your knowledge.

1. What is your gender?

[] Male

[] Female

2. What is your highest education level?

[] Primary school

[] Secondary school

[] Certificate/Diploma

[] Bachelor degree/Advanced diploma

[] Other level specify

3. Do you participate in parents meeting in your community school?

YES () NO ()

How many meetings did you attend in your community school?

One () two () five () more than five ()

What did you discuss in those meeting?

4. Does the school give feedback to you as parent towards the development of your pupils?

- a) Regularly []
- b) When there is a problem []
- c) When school need fee contributions []
- d) Through learners report form []
- e) Any other means of getting feedback

(I)

(ii)

(iii)

5. How did you ensure the availability of a quality education in your secondary schools

- a) Conducting regular meeting []
- b) Making follow up for our children toward their education []
- c) Motivating learners to study hard []
- d) Buy books for your children []
- e) Any other method

.....

.....

6. Are there any challenges which affect the quality of education for your children?

YES [] NO []

If YES Outline them (i)

(ii)

(iii)

(7) What are the measures do you take to solve those challenges outlined in number seven above (i)

.....

(ii)

.....

(iii)

.....

(iv).....

THANKS FOR YOUR COOPERATION

APPENDIX D

INTERVIEW QUESTIONS FOR POLITICIAN AND RELIGIOUS LEADERS

Dear respondents, I am a student pursuing MA Studies in Open University of Tanzania. I'm conducting studies on *Analysis of stakeholders view on the quality of education of community secondary school in Moshi Rural District*. This study is conducted only for academic purposes and not otherwise. Any information provided will be treated confidential and used for the intended only. Researcher kindly requesting you to fill in the question below and provide information requested to the best of your knowledge.

1. For how long did you know this community secondary school?

.....
 ...

2. Does your village/church have regular meeting to discuss about education for your children?

.....

3. What do you think are the major challenges which face the quality of education in secondary school?

.....

.....
.....

4. How do you solve those problems?

.....
.....
.....

5. Does the government have support to your school?

.....
.....

6. Does parents involved effectively toward the education of your children?

.....
.....

7. What are your views as politician/religious leaders toward the quality of education for these community based secondary schools?

.....
.....

THANKS FOR YOUR COOPERATION

Appendix E: A Guide for Documentary Reviews

A: Administration and management documents

S/N	Documents	Information
1	Admission register	Is it available and used effectively
2	Students files	Are there records for students
3	Duty book	Joining instruction
4	Duty roster	If used
5	School board files	Are the actors aware of their responsibilities
6	Attendance register	How effective are they used
7	Discipline file	If available and effectively used
8	Number of teachers	Are they satisfying the needs required
9	Joining instruction	Is it available and used effectively

B: Academic documents

S/N	Documents	Information
1	Library and classes	Are books available for all subjects
2	Laboratory	If available and used
3	Test and examination records	If available
4	Lesson plans	If teacher use it for all preparation
5	Teachers departments meeting	If available
7	Parents meeting files	If available and used